European Association of Establishments for Veterinary Education

Association Européenne des Etablissements d'Enseignement Vétérinaire

Guide for On-Site Visit Report Writing

1) Before the on-site visit

As soon as the experts are provided with the Self Evaluation Report (SER) by the faculty, which shall be 2 months prior to the visitation, the team chair assigns individual chapters or groups thereof to team members in accordance with the expert´s field of expertise.

The following chapter distribution is recommended, although it is at the discretion of the chairman/coordinator to adjust to the best fit:

BS=*Basic Sciences;* **CS**=*Clinical Sciences;* **CP**=*Practitioner;* **AP**=*Animal Prod;*

FH=*Food Hygiene;* **ST**=*Student;* **CO**=*Coordinator*

Chapters

1)	**Objectives**	**CO**
2)	**Organization**	**CO/ST**
3)	**Finance**	**CO/CHAIR**
4)	**Curriculum**	
	4.1 General aspects	**CHAIR**
	4.2 Basic subjects & sciences	**BS**
	4.3 Animal production	**AP**
	4.4 Clinical sciences	**CS/CP**
	4.5 Food safety	**FH**
	4.6 Electives etc	**CS**

5)	**Teaching**	
	5.1 Teaching methodology	**BS/CS/ST**
	5.2 Examinations	**AP/FH/ST**
6)	**Physical facilities**	
	6.1 General	**BS/AP**
	6.2 Clinical	**CS/CP**
7)	**Animals etc**	**CP/AP**
8)	**Library**	**CO/ST**
9)	**Admission**	**CHAIR/FH/ST**
10)	**Staff**	**CS/AP**
11)	**Cont.Educ**	**CP**
12)	**Postgrad**	**BS/AP**
11)	**Research**	**CS**
	Executive Summary	**CO**

Despite the assignments of chapters for work-up, all team members should thoroughly read the entire SER, giving opinions on all sections, while written evaluations are needed only in reference to the chapters assigned.

If several experts jointly work on a chapter, the person mentioned first will be responsible for delivering the written material to the coordinator/chair before and during the site visit. However, report writing is a collaborative effort and all team members are responsible for securing quality and correct descriptions throughout the report.

Each SER is divided into 21 “word” files corresponding to the 21 subdivisions of the report. All three main parts of each chapter (Findings, Comments, Suggestions) shall be completed, based on the information given in the SER and the observations during the site visit. Any repetition of the contents of the SER should be avoided – clear reference to the page/paragraph in question in the SER is perfectly sufficient. At the beginning of each chapter, there are questions marked in red. These questions are intended as reminder only and for completeness when working on the chapters. Answers to those questions ought to be incorporated into the body of text; they shall not be answered directly after the questions, as they will be deleted when editing the first draft of the report.

Experts should arrive at the on-site location with a set of written questions and remarks concerning assigned chapters; should any selected areas be identified in the SER which warrant clarification by the faculty prior to the visit, then team members shall forward such

requests to the chair, who will send those questions to the dean's office not later than 2 weeks prior to the visit.

Team members without previous experience will be provided with sample reports by the EAEVE office before the visitation for orientation and guidance.

2) During the visit

The objective of the group is to have a completed written draft of all chapters of the report ready before departure (draft Zero). To achieve this, filling in the report template progressively as the visit advances is strongly recommended.

Please bear in mind to keep the report as short and as concise as possible. To speed up writing, experts should not worry too much about typing errors and English grammar – proof reading and editing will be done by the chairman/coordinator with the support of the EAEVE office when drawing up draft A.

Each member writes in his or her allocated files which are already formatted. The coordinator or the chairman respectively then controls whether comments and suggestions are in conformity with the SOP; then the chapter text will be incorporated into the full report template.

If the team is accompanied by a rapporteur, he/she works hand in hand with the coordinator/chairman with respect to the compiling of chapters and the assembling of the report.

On Thursday afternoon, the coordinator, the chairman together with the entire team usually assemble to jointly generate the exit report (2-3 pages, following a standard protocol – comprising major strengths, major deficiencies and closing with a clear statement as to the suggestion of the team to ECOVE; the exit report will be delivered on Friday morning by the chair. It is highly recommended that the exit presentation is being completed by Thursday evening and only fine-tuned on Friday morning. In general, the exit report is meant to serve as template for the executive summary of the final report.

3) After the visit

Once the draft is completed and formatted, it is circulated again to the entire team for last corrections – to be sent back to the office not later than one month after the visit. This so-called draft A, after having been checked by the coordinator for consistency and congruence is then being forwarded to the faculty for factual corrections – to which extent they are then incorporated into the final report (draft B) is at the discretion of chairman/coordinator – in case of doubt, the expert responsible for a specific chapter in which the faculty claims factual errors will be contacted.

Consulting with team members on the contents of draft B shall concern, however, only major modifications. There is no need to circulate the document to all experts involved for approving minor corrections.

The resulting draft B acts as decision making basis for ECOVE.

All participating experts are informed of the ECOVE decision; the final report is published on the EAEVE web page (section Establishment Status)

UD/GN September 2012

European Association
of Establishments for Veterinary Education

Association Européenne
des Etablissements d'Enseignement
Vétérinaire

REPORT ON THE VISIT TO THE FACULTY (Name of Faculty)

OF VETERINARY MEDICINE OF (City, Country)

date

by the EXPERT GROUP

Visitor on Training in Basic Sciences

name, location of employment, country

Visitor on Training in Clinical Sciences (Academic)

name, location of employment, country

Visitor on Training in Clinical Sciences (Practitioner)

name, location of employment, country

Visitor on Training in Animal Production

name, location of employment, country

Visitor on Training in Food Safety

name, location of studies, country

Student Member

name, location of employment, country

EAEVE Programme Coordinator

CONTENTS

INTRODUCTION

This item will be completed by the Coordinator or Chairperson

1 OBJECTIVES & STRATEGY

Questions to be covered:

1) *Clear statement of objectives?*
2) *Do the objectives cover the total education programme adequately?*
3) *Is undergraduate education the primary reason for the existence and funding of the establishment?*

1.1 Findings

1.2 Comment

1.3 Suggestions

2 ORGANISATION

Questions to be covered:

1) *Brief structure and organization summary.*
2) *Does the faculty have adequate influence on university policy?*
3) *Is it suitably "autonomous", i.e. does it have adequate flexibility?*
4) *Effective structure for decision making?*
5) *Are Departments coordinated amongst themselves in terms of use of resources? Transversality? Coordination? Integration?*

2.1 Findings

2.2 Comments

2.3 Suggestions

3 FINANCES

Questions to be covered:

1) *Short summary of financial and budgetary structure and who controls it?*
2) *Is any additional income generated and through which means?*
3) *Is the level of funding adequate?*
4) *Is there a good balance between expenses and running costs?*

5) *Is there a good balance between research and teaching funds?*
6) *How much autonomy to allocate and use the budget?*

3.1 Findings

3.2 Comments

3.3 Suggestions

4 CURRICULUM

4.1 GENERAL ASPECTS

Questions to be covered:

1) *Seems as described in SER? Indicate any variance.*
2) *Overall curriculum determined by law or otherwise.*
3) *Does the curriculum fulfil the EU directive 36/2005 in terms of length (5 years) and contents (EU listed subjects)?*
4) *Which graduation degree is obtained?And by which means? What are the pre-requisites for exercising the profession? (Dr. degree with or without dissertation? Veterinary Diploma?)*
5) *Important to verify that clinical training figure in SER corresponds to supervised intensive hands-on clinical training in small groups. Note: Extramural vacation work or large group demonstrations should not be included as clinical work.*
6) *Curriculum balance and coverage OK?*
7) *Comment on practical versus theory ratio.*
8) *Ratio of clinical work versus lectures and practical work must be checked with SOP.*
9) *Ratio of theory versus practical and clinical work must be checked with SOP.*
10) *Comment on course integration, electives & extramural work arrangements (outsourcing).*
11) *Any alignment with the Bologna process (Bachelor, Master, PhD)?*

4.1.1 Findings

4.1.2 Comments

4.1.3 Suggestions

4.2 BASIC SUBJECTS & BASIC SCIENCES

Questions to be covered:

1) *Do basic subjects (chemistry, animal and plant biology, physics, bio-mathematics) form part of the core curriculum within the faculty, or are they taught elsewhere? If elsewhere taught, has veterinary faculty control over content, quality and grading? Do grades in those subjects affect progression in pre-clinical studies?*
2) *How are carcases handled for anatomy and pathology with relation to chilling/freezing, other forms of preservation, hoists, trolleys, changing facilities (transport) and disposal (waste management)? Is teaching of bio-safety and bio-security adequate?*
3) *Do incoming students have adequate basic knowledge?*
4) *Are items taught in basic sciences brought into relation to later courses?*
5) *Adequacy of hours and course materials as well as balance between practical and theoretical work?*
6) *Is there adequate hands-on participation by students in anatomy and pathology?*
7) *Any or sufficient practicals in physiology, pharmacology, toxicology, microbiology?*
8) *Are the groups too large?*

4.2.1 Findings

4.2.2 Comments

4.2.3 Suggestions

4.3 ANIMAL PRODUCTION

Questions to be covered:

1) *Is there a teaching farm where students can do practical work in animal production?*
2) *Any early (pre-clinical) exposure to handling of farm animals and horses?*
3) *Sufficient hours of teaching in animal production and a good balance between practicals and theory?*
4) *Is agronomy and animal nutrition taught and where (silage production, pasture management and use of particular feeds/plants etc.?*
5) *Is animal production teaching well integrated with related subjects i.e. herd-health management and ailments caused by poor or unbalanced nutrition?*
6) *Does the teaching of forensic and state veterinary medicine cover the principles of certification with regard to animal transportation?*
7) *Are all aspects of animal welfare respected and taught?*
8) *Are bio-safety and bio-security issues respected and taught?*

4.3.1 Findings

4.3.2 Comments

4.3.3 Suggestions

4.4 CLINICAL SCIENCES

Questions to be covered:

1) *Does the establishment operate an emergency veterinary service in which students participate and is the latter compulsory or voluntary?*
2) *Does the establishment operate a mobile clinic and how do students participate in the activities?*
3) *Are students covered by liability insurance during extramural work?*
4) *Are allocated hours adequate and in balance with the curriculum?*
5) *Are disciplines integrated and well coordinated? Is there a satisfactory balance.between species?*
6) *Is each student getting adequate hands-on clinical teaching?*
7) *Comment on adequacy of facilities, environment, organization, caseload, necropsy case load, staff and support staff.*
8) *Buiatrics: Adequate opportunities for each student to handle parturitions, dystocias, displaced abomasums, traumatic reticulitis, milk fever, acetonaemia?*
9) *Would all students be able to perform an ovaro-(hyster)ectomy on a cat or a dog alone?*
10) *Is equine medicine & surgery teaching adequate including case load? Is there an emergency service for horses available? (on call?24hrs?), is colic surgery routinely performed?, will every student be able to castrate a horse as a first-day skill?*

4.4.1 Findings

4.4.2 Comments

4.4.3 Suggestions

4.5 FOOD HYGIENE & TECHNOLOGY AND VETERINARY PUBLIC HEALTH

Questions to be covered:

1) *Briefly comment on structure of practical training i.e. practicals, slaughterhouse, processing plants etc.*
2) *How is food hygiene course linked to animal production, pathology, pharmacology & toxicology incl. residues and withdrawal times and parasitology?*
3) *Is training mostly internal on-site or external?*
4) *How is inspection experience in milk, cheese, fish, meat, poultry offered?*
5) *Do all students have training in the slaughterhouse? And in which species? (pigs, cattle, poultry).*
6) *Are animal welfare laws and practices respected and taught? (transport, pre-slaughter management, slaughtering).*
7) *Is there any ritual slaughtering performed in any species without stunning?*
8) *Calculate and state overall percentage of Food Hygiene & Public Health teaching hours (including all practicals) in respect to overall curriculum hours (should be no less than 12%).*

4.5.1 Findings

4.5.2 Comments

4.5.3 Suggestions

4.6 ELECTIVES, OPTIONAL DISCIPLINES & OTHER SUBJECTS

Questions to be covered:

1) *List available electives.*
2) *Any tracking? When? Which subjects and disciplines?*
3) *Is omni-competence assured despite tracking?*

4.6.1 Findings

4.6.2 Comments

4.6.3 Suggestions

5 TEACHING QUALITY & EVALUATION

5.1 TEACHING METHODOLOGY

Questions to be covered:

1) *Brief summary of teaching methodology used?*
2) *Are specific learning objectives set for subject and courses?*
3) *Do students work from teachers`scripts or textbooks or other information technology form?*
4) *Is problem-oriented teaching used? Is teaching research-based?*
5) *How are courses and teaching evaluated? Has evaluation outcome any effect?*
6) *What is the balance between theoretical and practical teaching?*
7) *How much real-life clinical exposure opportunity is offered i.e. hands-on work, 24-hour duty, acute cases, case responsibility, case follow-up, interaction with clients, practice management etc?*
8) *To what degree is the principle of "first-day skills" followed and evaluated? How are clinical performance and clinical skills monitored? (Student log book?)*

5.1.1 Findings

5.1.2 Comments

5.1.3 Suggestions

5.2 EXAMINATIONS

Queries to be covered:

1) *How often are students examined and when?*
2) *Are there external examiners?*
3) *How many times can a student retake an exam?*
4) *How are examinations structured?*
5) *Is the examination system effective? Is it required that students sit and pass examinations in basic and foundation subjects before being allowed to continue on to the later discipline?*

5.2.1 Findings

5.2.2 Comments

5.2.3 Suggestions

6 PHYSICAL FACILITIES & EQUIPMENT

6.1 GENERAL ASPECTS

Questions to be covered:

1) *Brief description of campus, facilities with observations on condition, suitability etc.*
2) *Adequacy of lecture rooms, laboratory and dissection/necropsy halls?*
3) *Vehicle availability to transfer students from site to site or to external establishments?*
4) *Health and safety issues i.e. biohazard warnings, fire extinguishers, eye washes, sluices, chemicals, medicines and dangerous drugs storage?*
5) *Adequate facilities for training in food hygiene, carcass handling, access to slaughterhouse, the provision of laboratories for microbiology, toxicology, organoleptic and residue work?*
6) *Comment on suitability of site in terms of size, area, local animal caseload, access, transport etc. and availability of suitable equipment for teaching and research?*

6.1.1 Findings

6.1.2 Comments

6.1.3 Suggestions

6.2 CLINICAL FACILITIES & ORGANISATION

Questions to be covered:

1) *Brief overview of facilities indicating departmental responsibilities.*
2) *Are there diagnostic laboratory facilities and do they carry out external work?*
3) *Comment on clinical facilities and organization of clinical services.*
4) *Degree of specialisation with list of services.*
5) *Is there a 24h Emergency Service (companion animals) adequate hospitalization/treatment and isolation facilities and/or mobile clinic?*
6) *24-hour Intensive Care Unit?*
7) *Are there possibilities for additional animal materials from stables, farms, kennels, game reserves etc?*
8) *Discipline or species specific orientation?*
9) *List any advanced technology equipment (CT-Scan, MRI, Radiotherapy....).*

6.2.1 Findings

6.2.2 Comments

6.2.3 Suggestions

7 ANIMALS & TEACHING MATERIALS OF ANIMAL ORIGIN

Questions to be covered:

1) *What sources are available which provide access to animal material?*
2) *Is there a working farm where students can do practical work in the animal production subjects? List animal species kept on teaching farm.*
3) *Ratios students graduating versus clinical caseload pets / livestock / necropsies.*
4) *Adequate fresh chilled or prepared material for anatomy? List methods of preservation.*
5) *Adequate necropsy material and is it balanced?*
6) *Is adequate clinical material available to enable staff to maintain and improve skills and is there a reasonable balance between small animal and large animal cases?*
7) *Are the students given adequate exposure to slaughtering of various species as well as to materials for supporting food hygiene training?*

7.1 Findings

7.2 Comments

7.3 Suggestions

8 LIBRARY & EDUCATIONAL RESOURCES

Questions to be covered:

1) *Brief overview of library facilities.*
2) *Number of journals subscribed to and on-line services?*
3) *Exchanges with other university libraries?*
4) *Central library indexing?*
5) *Departmental libraries, accessible easily to students?*
6) *Are journals, periodicals, standard texts sufficient?*
7) *Are the opening hours student-friendly and is there adequate staff?*
8) *Do students use the library well and is training offered as how to use it?*

8.1 Findings

8.2 Comments

8.3 Suggestions

9 ADMISSION & ENROLMENT

Questions to be covered:

1) *Is a selection procedure for admission in operation?*
2) *Is there a "numerous clauses" and what are the criteria used?*
3) *What is the link between budget and the number of students?*
4) *Does the intake take account of the national need for veterinarians?*
5) *Does the admission procedure result in students who have the aptitude, knowledge base and motivation for veterinary studies?*
6) *Does the admission procedure take the limitations of the resources available into account?*
7) *Is there a high drop-out rate and what are the reasons?*
8) *Does the admission process take into account accessibility to EU and foreign students and under what criteria?*
9) *What is the degree of internationality, participation on student exchange programs, is there a language barrier and if yes, what is the availability and frequency of English used for teaching?*

9.1 Findings

9.2 Comments

9.3 Suggestions

10 ACADEMIC TEACHING & SUPPORT STAFF

Questions to be covered:

1) *Ratio of teaching staff versus students is?*
2) *Ratio of teaching staff versus support staff is?*
3) *How and by whom are all staff appointments and staffing levels decided?*
4) *Percentage of staff who are veterinarians?*
5) *Comment on staff ratios in relation to the SOP.*
6) *Comment on staff shortage or miss-proportion.*
7) *Can staff move within the establishment?*
8) *Are posts which become vacant automatically filled?*
9) *Is certain staff able to be flexibly deployed i.e. for clinical services etc?*
10) *Does the establishment encourage staff to acquire additional skills and training?*
11) *How free is the establishment to decide staffing levels and benefits?*
12) *What search criteria are being used for employment of senior level teaching staff?*
13) *Are searches for professor positions internationally advertised?*

10.1 Findings

10.2 Comments

10.3 Suggestions

11 CONTINUING EDUCATION

Questions to be covered:

1) *Is Continuing Professional Education (CPE) in the objectives?*
2) *Is a CPE programme in place?*
3) *Who is the CPE programme aimed at (practitioners, state veterinarians, specialists, production animal/herd health veterinarians, small animal veterinarians)?*
4) *How is the CPE structured?*
5) *How is income generated by CPE allocated and used?*
6) *Is CPE mandatory for veterinarians?*

11.1 Findings

11.2 Comments

11.3 Suggestions

12 POSTGRADUATE EDUCATION

Questions to be covered:

1) *Outline the types and structure of post graduate research training.*
2) *How many EBVS-residency programmes are approved and in which disciplines? How many College Diplomates are on staff and how many residents are enrolled?*
3) *Is there a formal rotating internship program in place?*
4) *Does a Masters or PhD programme exist and what structured training is given?*
5) *Are there any minimum publication requirements for postgraduates programs?*

12.1 Findings

12.2 Comments

12.3 Suggestions

13 RESEARCH

Questions to be covered
:

1) *Briefly outline the research commitment and concepts.*
2) *Is there sufficient use of existing research to introduce undergraduates to the concepts?*
3) *Is the research effort cohesive or fragmented?*
4) *Is there a clear research strategy within the establishment?*
5) *What is the degree of research funding? (government grants, private-public ?)*
6) *Number and type of PhD programmes.*
7) *International research collaboration?*

13.1 Findings

13.2 Comments

13.3 Suggestions

EXECUTIVE SUMMARY

To be written by the Chairman/Coordinator

Annex 1 Indicators (version date…..)

Annex 2 Listing of Deficiencies

Annex 3 Students Report